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ABSTRACT

The purpose of the school counseling program is to impart specific skills and learning opportunities through academic, career, and personal/social development experiences in a proactive and preventive manner for all students. This document presents national standards that can establish similar goals, expectations, support systems, and experiences for all students as a result of participation in a school counseling program. Chapter 1 defines standards and provides the American School Counselor Association's (ASCA) rationale for the development of these national standards. Chapter 2 provides an overview of the history of the school counseling profession and defines the school counseling program. The program goals are outlined, and major components are described along with benefits derived by its constituencies. Chapter 3 outlines the standards for the areas of academic, career, and social development. Following this is a list of student competencies that define the specific knowledge, attitudes, and skills that students should obtain as a result of participating in the program. Chapter 4 focuses on the initial stages of implementation and evaluation for a standards-based school counseling program. Sample activities of standards into practice are presented. Appendixes include information about ASCA, the Research Development Process for National Standards, and The School Counselor and comprehensive School Counseling Programs. (Contains 48 references.) (ADT)

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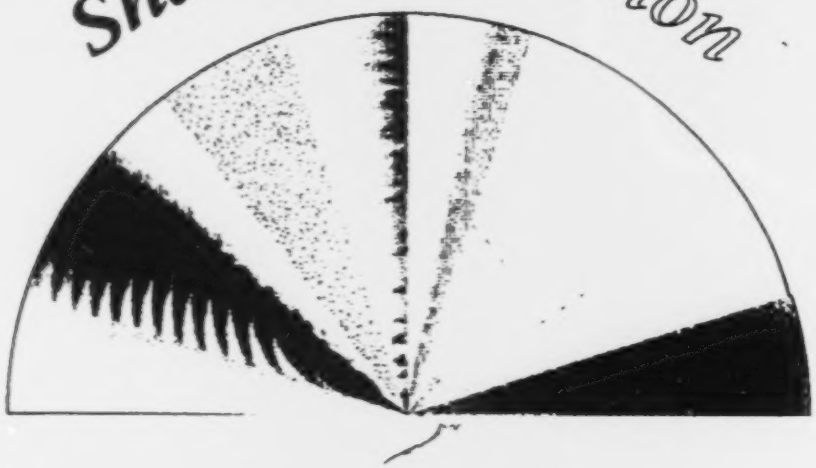

THE NATIONAL STANDARDS
for School Counseling Programs

Chari A. Campbell, Ph.D.

Carol A. Dahir, Ed.D.

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The American School Counselor Association (ASCA) is dedicated to assisting school counselors help students reach their full potential.

THE NATIONAL STANDARDS
for School Counseling Programs

Chari A. Campbell, Ph.D.

Carol A. Dahir, Ed.D.

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Foreword

As we approach the 21st century, school counselors face the challenge of preparing students to meet the expectations of higher academic standards and to become productive and contributing members of society. The national standards movement has provided the American School Counselor Association (ASCA) with a timely opportunity to better define the role of school counseling in the American educational system. National standards can establish similar goals, expectations, support systems and experiences for all students as a result of participation in a school counseling program. On the local level, standards offer an opportunity to school counselors, school administrators, faculty, parents, businesses and the community to engage in conversations about expectations for students' academic success and the role of counseling programs in enhancing student learning.

National Standards For School Counseling Programs will assist school counselors, counselor educators and school leaders to develop school counseling programs that reflect the American School Counselor Association's vision of exemplary practice. This document represents fifty years of research, theory and practice contributed by ASCA, the preeminent organization of school counselors. It is intended to be a living document, subject to ongoing research, development and evaluation. The National Standards for School Counseling Programs represent ASCA's vision and commitment to bring about the necessary and positive changes in school counseling programs which will assist students to achieve the educational expectations and meet the challenges of the next century.

Carol A. Dahir, Ed.D.
Chari A. Campbell, Ph.D.

Acknowledgments

The American School Counselor Association is indebted to many individuals for their time, support, dedication and vision. The practitioners' perspective has resulted in a document which will shape the future of school counseling programs and practices to help ensure that students are prepared for the challenges of the 21st century.

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The American School Counselor Association is indebted to ACT and the Educational Research Department for its contribution of financial resources and personnel which helped to ensure that the survey design, distribution and analyses followed universally accepted research practices. Dr. Michael Valiga and Dr. Roberta Scholes contributed many additional hours to help identify and clarify language and concepts related to student competencies.

Three individuals offered significant assistance and contributions in preparation for publishing. Patricia Martin, from The Education Trust, Nancy Perry, ASCA Executive Director and Carolyn Sheldon, ASCA President (1996-97), provided insight, editorial assistance and numerous suggestions that strengthened the national standards document.

The National Standards is a model of collaboration at its best. To all who contributed their time, thoughts, energy and expertise, we are most appreciative.

The ASCA would like to recognize the following individuals who served on the Steering Committee for National Standards For School Counseling Programs:

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Introduction

All students growing up in America face the normal challenges of coping with everyday problems. In addition, the societal changes in expectations, values, and behavioral norms create confusion for both the students and the adults who are there to guide them. Added to this are children who have been abused or neglected, who are frustrated with the cycle of personal and academic failure, who have a disability that requires special support or attention, who are substance abusers, who engage in sexual activity, feel worthless, and are homeless. One in five children live in poverty, and almost one-third of the children in the country under the age of 18 do not live with both parents (Bureau of the Census, 1993 and 1995).

Coupled with these societal challenges is the national standards movement, the current educational reform agenda that focuses on raising expectations for teaching and learning. Many of our students face emotional, physical, social, and economic barriers that inhibit successful learning. What mechanisms exist to ensure that these barriers to academic success will be eliminated? School counselors are actively committed to helping students understand that the choices that they make will affect their future educational and career options. Students are constantly reminded that academic success is the key to opening the door of opportunity. The school counseling program is the foundation of school success.

How do we, the school counselor community, reach all of these students, touch their lives, and help them find a way to achieve the skills and knowledge needed for success in the 21st century? It begins with guaranteeing that all children receive the services of a credentialed or certified school counselor who delivers a school counseling program that is comprehensive in scope and developmental in nature. The purpose of the school counseling program is to impart specific skills and learning opportunities through academic, career, and personal/social development experiences in a proactive and preventive manner for all students.

How will the National Standards for School Counseling Programs help? Standards are a public statement of what students should know and be able to do as a result of participating in a school counseling program. Standards represent what a school counseling program should contain. The standards serve as an organizational tool to identify and prioritize the elements of a quality school counseling program. Standards assure equitable access to school counseling programs for all students. Adopting and implementing national standards will change the way school counseling programs are designed and delivered across our country.

Accountability is the key to determining the success of school counseling programs. Decisions at the building and system level will be needed to determine the degree to which students have acquired the skills and knowledge defined by the standards. Aligning school counseling programs with national standards requires a rethinking of priorities, time, resources, and outcomes. A school counseling program based upon national standards necessitates the involvement of the entire school community to integrate academic, career, and personal/social development of students into the mission of each school. Measurable success resulting from this effort can be documented by an increased number of students completing school with the academic preparation, the career awareness, and the personal/social growth essential to choose from a wide range of substantial post-secondary options, including college.

For years school reform initiatives have been enacted in the name of achieving excellence in education. Since the late 1980s, leaders in the counseling profession have called for a revitalization and transformation in school counseling programs. Organizations that have an interest in the work of school counselors, such as ACT, the College Board, and the National Association of College Admissions Counselors (NACAC), have advocated the reorganization of school counseling programs to meet the needs of all students. Historically, the professional association, the American School Counselor Association (ASCA), has established positions and goals for the profession in statements that guide the practitioner in implementation (see Appendix). More specifically, ASCA has published role definitions, a program philosophy, and monographs that speak to the role of guidance and counseling in the educational system. However, until now, this effort had not yet been supported by a national focus on a design or framework for program development and delivery.

The current movement to design national standards and world-class benchmarks in the academic disciplines ensures that all graduates of our high schools and post-secondary institutions can compete in a global economy. The challenge lies in providing all students with the conditions for learning to help them achieve the expectations of rigorous academic standards. Effective school counseling programs ensure that all students have equal access to quality academic programs and the needed support in academic, career, and personal/social development to meet the demands of these challenges.

ASCA's decision to participate in this educational reform agenda through the development of national standards for school counseling programs offers an opportunity for the school counseling profession to implement the goals deemed important by the profession, to promote its mission in educational reform and to ensure that all students have an opportunity to participate in school counseling programs as part of the learning experience.

Document Overview

The National Standards for School Counseling Programs is organized in the following manner:

The first chapter of this document defines standards and provides ASCA's rationale for the development of National Standards for School Counseling Programs. It also outlines the process ASCA used to develop standards for school counseling programs.

The second chapter provides a very brief overview of the history of the school counseling profession and then defines the school counseling program. The goals of the school counseling program are outlined, the major components of the program are described, along with the benefits that may be derived by its constituencies.

The third chapter outlines the standards for each student development area: academic, career, and personal/social. The standards are followed by a list of student competencies which define the specific knowledge, attitudes, and skills that students should obtain or demonstrate as a result of participating in a school counseling program.

The fourth chapter focuses on the initial stages of implementation and evaluation for a standards-based school counseling program. Sample activities of standards into practice are presented.

Chapter 1

CALL TO ACTION

National standards are what the ASCA believes to be the essential elements of a quality and effective school counseling program.

National Standards for School Counseling Programs

The definition of standards has taken on a variety of meanings for the academic disciplines and for the associations involved in their development. For example, standards may identify the overarching goals for an organization, thereby establishing a direction for the practitioner. Standards may be viewed as ideals for student achievement, or as clear, tangible goals for all students.

National standards for school counseling programs are what the ASCA believes to be the essential elements of a quality and effective school counseling program. The standards address program content and the knowledge, attitudes, and skill competencies that all students will develop as a result of participating in a school counseling program.

The ASCA encourages school counselors to become catalysts for educational change, and to assume or accept a leadership role in education reform. As specialists in child and adolescent development, school counselors coordinate the objectives, strategies, and activities of a comprehensive and developmental school counseling program. School counselors are advocates for students as they strive to meet the challenges and demands of the school system and prepare for transition to options after high school. School counselors are in a position to call attention to situations in schools that are defeating or frustrating students and thereby hindering their academic success. School counselors are aware of the data that identifies the patterns of achievement and behaviors that contribute to student success. They provide the leadership to identify the issues, assess school needs and initiate solutions. Thus, national standards for school counseling programs support the academic mission of the school by promoting and enhancing the learning process for all students through an integration of academic, career and personal/social development.

In accepting the challenge of the national standards movement, the ASCA, in July, 1994, began the process of developing voluntary national standards for school counseling programs. The ASCA's decision to develop national standards for school counseling programs offers an opportunity to the school counseling profession to outline the goals deemed important by school counselors and to define the mission of school counseling programs nationally in education reform.

Rationale for National Standards

Standards are not a new concept to the school counseling profession. In 1979, the Governing Board of the American School Counselor Association (ASCA) approved Standards for Guidance and Counseling Programs which broadly outlined the administrative structure, program resources and facilities, program review process, and planning and evaluation guidelines for guidance and counseling programs. The standards listed practices and procedures and suggested consistency in practice while conforming to the individual school's philosophy of education. The ASCA archives do not reveal the extent of the distribution, implementation or evaluation of the effectiveness of the standards. Standards also exist for ethical practices (ASCA, rev. 1992) and for obtaining national school counseling certification (NBCC, 1986). The Council for Accreditation of Counseling and Related Educational Programs (CACREP) was established to advocate and promote quality professional training programs for counselors.

Although interest in the broad objectives of guidance and counseling has grown in recent years, school counseling continues to be equated by many with individual counseling or considered as an ancillary administrative service. Professional school counselors must clearly establish and articulate the purpose and goals of school counseling and its relationship to the educational system, to become an active participant in educational improvement.

School counseling interventions substantially impact student academic and personal development.

School counselors have demonstrated that they are a significant positive force in the lives of children and in the school environment despite the challenges of attaining precision in research due to the intangible nature of the many variables in a counseling situation. A recent meta-analysis of school counseling research draws two major conclusions: (1) school counseling interventions substantially impact student academic and personal development, and (2) specific interventions such as individual and small group counseling, classroom guidance, and consultation activities seem to contribute directly to student success in the classroom (Borders & Drury, 1992). Thus, it is apparent that school counseling programs support the school mission and enhance student learning.

The primary goal of the school counseling program is to enhance student achievement and accomplishment. The National Standards for School Counseling Programs establish similar goals, expectations, opportunities, and experiences for all students. This unified perspective ensures that quality learning opportunities and challenging experiences will be available to all students. Public awareness and support for the role of school counselors and the function of the school counseling program in supporting student learning is needed. School counseling is an integral partner in the educational system.

The National Standards for School Counseling Programs provide a framework for developing and writing a school counseling program, as well as a description of the components of a quality school counseling program. More specifically, the purpose of the National Standards for School Counseling Programs is to provide a model or guide to assist states, districts, and individual schools in planning,

developing, implementing, and evaluating a school counseling program which is comprehensive, developmental, and systematic.

The National Standards for School Counseling Programs focus on what all students, from pre-kindergarten through grade 12, should know, understand, and be able to do to enhance their development. According to counseling and educational professional literature, the content of school counseling programs focuses on three widely accepted and interrelated areas:

National Standards focus on what all students should know, understand, and be able to do to enhance their development.

- **academic development**
- **career development**
- **personal/social development**

National standards for school counseling programs:

- create a framework for a national model for school counseling programs
- identify the key components of a school counseling model program
- identify the knowledge and skills that all students should acquire as a result of the K-12 School Counseling Program
- ensure that school counseling programs are comprehensive in design and delivered in a systematic fashion to all students
- establish school counseling as an integral component of the academic mission of the educational system
- encourage equitable access to school counseling services for all students, provided by a credentialed school counselor

The Process for the Development of National Standards

The development of national standards for school counseling programs required an examination of theory, research and practice to ensure that all aspects of school counseling were considered. The process solicited a broad-based involvement from all segments of the school counseling community to determine what purpose the standards would serve and what content these standards would contain.

For this purpose, a pilot survey was distributed at the ASCA annual national delegate assembly in April, 1995, to assess the state and national leadership's attitudes and beliefs towards the development of national standards for school counseling programs. Responses received from the delegates in all 50 states overwhelmingly endorsed the concept for the development of national standards. In addition, the leadership rated and suggested a variety of activities that could be included in school counseling program standards.

A statistically sound and sufficiently comprehensive data analysis was required to support the foundation for standards development. ACT served as research consultant and coordinator for the collection of information, and donated personnel and resources to ensure that the survey design, distribution, and analysis followed universally accepted research practices.

A revised survey instrument was mailed in September 1995 to more than 2000 ASCA members who were currently employed as elementary, middle/junior high, high school counselors, and/or counselor supervisors in K-12 settings. This sample of practitioners provided essential information as to the following: school counselor attitudes towards developing national standards for school counseling programs; the purpose that standards would serve; and what content areas should be included in the standards for school counseling programs.

The foundation for development and design of National Standards for School Counseling Programs had three distinct but integrated components:

1. the analysis and application of the membership survey data;
2. the review of the school counseling research and literature for inclusion and reference in the standards design and development; and
3. the development of a draft document and a series of field reviews by the ASCA members.

In the process of developing national standards for school counseling programs, it has been helpful to observe that school counseling programs share some characteristics in common with the academic disciplines, such as professionally trained personnel, a curriculum to assist students in acquiring skills, a set of identified student outcomes, and specific materials and resources to further program development.

The history of school counseling showed that research has played an important role in shaping the design and implementation of school counseling programs to best meet individual student needs. The National Standards for School Counseling Programs reflect the input of more than eleven hundred survey participants, more than one hundred years of school counseling history, hundreds of research studies, state and local district models, and suggestions from the thousands of school counselors nationwide who participated in field reviews and presentations.

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Chapter 2

SCHOOL COUNSELING IN THE UNITED STATES

History and Current Trends in School Counseling

As the counseling profession evolved, various professional organizations were formed to support its efforts. The American Council of Guidance and Personnel Associations, established in 1935, was the foundation for many of the contemporary counseling associations. The American Personnel and Guidance Association (APGA) grew out of this alliance and was formed in 1952. In 1983, APGA changed its name to the American Association for Counseling and Development (AACD), and has been known as the American Counseling Association (ACA) since 1992. The American School Counselor Association (ASCA) was established in 1952.

Guidance and counseling emerged in the 1920s for the primary purpose of assisting students with occupational selection and placement. In the 1930s an attempt was made to organize guidance in the school setting and educational, vocational, and personal-social services were identified as the three main components of the counseling process. At that time, three different delivery models emerged which emphasized the counseling service, the counseling process, and the duties of the counselor. These became the philosophical underpinning for guidance services in the schools. The emphasis was on the role of school counselor, rather than the program and services delivered.

The National Defense Education Act of 1956 (NDEA) increased federal funds for education to assist the United States to regain the competitive edge in the race in space. NDEA funds were also used to increase the numbers of secondary school counselors who were required to have expertise in college admissions and the therapeutic skills to support the student in resolving personal problems that might be a barrier to academic success. The intent was to increase the numbers of students aspiring to attend college. This emphasis on post-secondary opportunities and individual personal support refocused guidance and counseling as available to college bound students and for those with personal problems. This resulted in the majority of high school and junior high school students receiving minimal, if any, services from school counselors. The expansion of the guidance provision in NDEA in the early 1960s and Gilbert Wrenn's (1962) book, *The Counselor in a Changing World*, significantly impacted school counseling programs. Wrenn asserted that the primary emphasis in counseling students should be placed on their individual, developmental needs, in contrast to the remedial needs and the crisis situations in their lives. Schools were encouraged to provide developmental counseling programs, particularly at the elementary level.

The primary emphasis in counseling students should be placed on their individual, developmental needs.

Guidance and counseling have been used interchangeably since the terms were first introduced more than fifty years ago. Robert Mathewson (1949) is credited as being the first writer to use the term developmental guidance in the school counseling literature. He described school guidance as a process that should move with the individual student in a developmental sequence up to the age of maturity. The term guidance has always presented a confusing picture because of its imprecise meaning and usage. Within a school setting, guidance could be attributed to any school personnel offering advice or information to students.

In the early 1980s, the role and function of guidance counselors was more clearly established in numerous states through regulatory definitions. In many instances, guidance and counseling responsibilities were expanded and included program requirements in career development, identification of students with special needs, attendance intervention, and academic counseling. Many states dropped guidance from the job title to reflect expanded counseling functions. The term school counselor was used to identify counselors who worked in a school setting. Most states specifically regulate who is permitted to counsel in a school setting.

The term guidance was perceived as an advisory activity or as an opportunity to provide information to small and large groups of students. With the onset of the middle school movement in the late 1980s, many middle school teachers became engaged in guidance activities as part of advisory programs. Sensing a continuing identity confusion, Hoyt (1989) conducted a survey of approximately 100 state and national leaders to clarify the meaning of the terms guidance and counseling. It was found that the professional association leadership preferred the practitioner to be called the school counselor and not guidance counselor. The survey also revealed that the majority of the state and national school counselor leaders perceived themselves to be educators first and counselors second. This supported the position of the national association which had continuously emphasized the role of the school counselor as an integral component of the educational system.

State and national school counselor leaders perceived themselves to be educators first and counselors second.

In 1997, the ASCA Governing Board adopted a new definition of school counseling:

> *Counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work with all students, school staff, families, and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy, and social/emotional and career development.*

Social pressures and the emphasis on educational student support refocused the emphasis of school counseling from individual student response and crisis intervention to a proactive program for all students. This has resulted in the development of new models for programs and delivery systems. Since the 1980s Gysbers and Henderson, Myrick, and Trotter have written extensively about redesigning school counseling programs into a comprehensive developmental format. Despite the wide acceptance of this philosophy, the nature of the work of school

counselors and the design of school counseling programs continues to vary significantly across localities, states, and the nation. An examination of state, local district, and professional association documents demonstrates the diversity that spans school counseling models and programs. Although there are common goals and principles subsumed within many school counseling programs, to date, there has been no universally accepted description of a comprehensive school counseling program. The National Standards for School Counseling Programs will help to define the vision and goals for the 21st century for a more unified school counseling profession.

To date, there has been no universally accepted description of a comprehensive school counseling program.

Definition of a School Counseling Program

A comprehensive school counseling program is developmental and systematic in nature, sequential, clearly defined, and accountable. It is jointly founded upon developmental psychology, educational philosophy, and counseling methodology (ASCA, 1994). The school counseling program is integral to the educational enterprise. The program is proactive and preventive in its focus. It assists students in acquiring and using life-long learning skills. More specifically, school counseling programs employ strategies to enhance academics, provide career awareness, develop employment readiness, encourage self-awareness, foster interpersonal communication skills, and impart life success skills for all students.

The school counseling program has characteristics similar to other educational programs, including a scope and sequence; student outcomes or competencies; activities and processes to assist students in achieving these outcomes; professionally credentialed personnel; materials and resources; and accountability methods.

School counseling programs are developed by design, focusing on needs, interests, and issues related to the various stages of student growth. There are objectives, activities, special services and expected outcomes, with an emphasis on helping students to learn more effectively and efficiently. There is a commitment to individual uniqueness and the maximum development in three major areas: academic, career, and personal/social (ASCA, 1990).

Most school counselors agree that their skills, time, and energy should be focused on direct services to students. School counseling programs and the role of the school counselor should be determined by the educational, career, and personal development needs of students. The comprehensive school counseling program places the counselor in a key position to identify the issues that impact on student learning and achievement. The school counselor is at the core of school planning, school programs, and school environment.

The school counselor is not the counseling program.

The school counselor is not the counseling program. The school counselor and school counseling program use a collaborative model as their foundation. Counselors do not work alone; all educators play a role in creating an environment which promotes the achievement of identified student goals and outcomes. The counselor facilitates communication and establishes linkages for the benefit of students, with teaching

staff, administration, families, student service personnel, agencies, businesses, and other members of the community. School success depends upon the cooperation and support of the entire faculty, staff, and student services personnel.

As student advocates, school counselors are committed to participate as members of the educational team. They consult and collaborate with teachers, administrators, and parents to assist students to be successful academically, vocationally, and personally. School counselors are recognized as indispensable partners of the instructional staff in the development of good citizens and leaders. As schools and communities initiate and establish partnerships to address common concerns, it is important that these efforts are implemented in a manner which facilitates the educational process and the full use of school and other community resources on behalf of students and their families.

Our educational system is being challenged by the growing needs of today's students and the rising expectations of society. Some of our children attend school with emotional, physical, and interpersonal barriers to learning as a result of societal and other factors. However, all students require systematic support for their development. Therefore, in a comprehensive school counseling program, less emphasis is placed on crisis-oriented services. The emphasis is on development for all students. An effective school counseling program begins when students enter the school system and continues as they progress through the educational process. School counseling is an integral part of the total educational enterprise.

Effective school counseling programs serve all students, and acknowledge that diversity and individual differences are valuable to all.

Our nation is rich in multicultural diversity. Effective school counseling programs and trained staff reflect and are responsive to the diversity in our schools and communities. Effective school counseling programs serve all students, and acknowledge that diversity and individual differences are valuable to all. The programs and staff ensure that communication is open, and that the community is represented and involved as counseling programs are developed and implemented. Counseling programs help ensure equal opportunity for all students to participate fully in the educational process.

This school counseling model supports and is compatible with *GOALS 2000* (1994). The School to Work Opportunities Act (1994), the Elementary Counseling Demonstration Act (1995), the *Children's Defense Fund Report* (1990), the Secretary's Commission on Achieving Necessary Skills, (U.S. Department of Labor, 1991) and the *National Career Development Guidelines* (NOICC, 1989) support the school counseling program and acknowledge the role of the school counselor as critical and essential to student success.

The Goal of School Counseling Programs

The primary goal of the School Counseling Program is to promote and enhance **student learning** through the three broad and interrelated areas of **student development.** Each of these areas of student development encompass a variety of desired student learning competencies, which in turn are comprised of specific knowledge, attitudes, and skills, which form the foundation of the developmental school counseling program. The three areas of student development are:

The primary goal of the School Counseling Program is to promote and enhance STUDENT LEARNING.

- **academic development**
- **career development**
- **personal/social development**

Recognizing that all children do not develop in a linear fashion according to a certain timetable, there is intentional overlapping among grade levels (elementary, middle school/junior high, and high school). The school counseling program reflects the progression of student development throughout the pre-K through 12 experience. It is understood that mastery of basic skills facilitates the mastery of higher-order skills in each area of development. The school counselor utilizes a variety of strategies, activities, delivery methods, and resources to promote the desired student development. The school counselor's responsibilities include the design, organization, implementation, and coordination of the program.

Components of School Counseling Programs

The comprehensive school counseling program integrates academic, career, and personal/social development. Counseling, consultation, collaboration, coordination, case management, guidance curriculum, and program evaluation are the primary delivery methods in an effective school counseling program.

Counseling

Individual Counseling

The counselor conducts a personal and private interaction with a student in which they work together on a problem or topic of interest. A face-to-face, one-to-one meeting with a counselor provides a student maximum privacy in which to freely explore ideas, feelings, and behaviors. School counselors exhibit trust and information, always considering actions in terms of the rights, integrity, and welfare of students.

Counselors are obligated by law and ethical standards to report and to refer a case when a person's welfare is in jeopardy. It is a counselor's duty to inform an individual of the conditions and limitations under which assistance may be provided. Individual counseling generally addresses the specific concerns of targeted students with identified needs.

Small Group Counseling

In small group counseling a counselor works with two or more students together. Group size generally ranges from five to eight members. Group discussions may be relatively unstructured or may be based on structured learning activities. Group members have an opportunity to learn from each other. They can share ideas, give and receive feedback, increase their awareness, gain new knowledge, practice skills, and think about their goals and actions. Group discussions may be problem-centered, where attention is given to particular concerns or problems. Discussions may be growth-centered, where general topics are related to personal and academic development.

Consultation

The counselor as a consultant primarily helps parents and teachers to be more effective in working with others. Consultation helps parents and teachers think through problems and concerns, acquire more knowledge and skill, and become more objective and self-confident. This intervention can take place in individual or group conferences, through staff-development activities, or parent educational classes. The consultation provides information and skills to parents/guardians, teachers, and the community to assist them in helping students in academic, career, and personal/social development. Consultation may be delivered individually or in small or large groups.

Coordination

Counselors serve as a liaison between teachers, parents, support personnel, and community resources to facilitate successful student development. As student advocates, school counselors seek equitable access to programs and services for all students.

Case Management

Counselors provide the necessary monitoring of individual student's progress towards achieving success in academic, career, and personal/social areas.

Guidance Curriculum

Counselors developmentally and sequentially provide information, knowledge, and skills through academic, career, and personal/social development. This is often delivered in large group meetings, which offer the best opportunity to provide guidance to the largest number of students in a school. Counselors should first work with students in large groups wherever appropriate because it is the most efficient use of time. Large group work involves cooperative learning methods, in which the larger group is divided into smaller working groups under the supervision of a counselor or teacher. The guidance and counseling curriculum, composed of organized objectives and activities, is delivered by teachers or counselors in classrooms or advisory groups. Counselors develop and present special guidance units which give attention to particular developmental issues or areas of concern in their respective schools. They may partner with teachers and other members of the school community to deliver part of the guidance and counseling curriculum.

Program Evaluation and Development

Counselors continually assess the needs of their students, evaluate their programs, and make changes in the school counseling program to better meet the current, identified needs of students.

Program Delivery

Achieving the Balance

To achieve balance among the program components and to utilize all of the delivery methods, it is necessary to maintain a realistic counselor-student ratio that fully supports the number of staff necessary to provide a standards-based program. The ASCA recommends a ratio of 1/100 (ideal) to 1/250 (maximum) to implement a standards-based, comprehensive school counseling program. In addition, a comprehensive developmental school counseling program is a full time program and requires counselors to spend 70-80% of their time in direct contact with students. The school counselor's duties need to be limited to program delivery and direct counseling services.

The ASCA recommends a ratio of 1/100 (ideal) to 1/250 (maximum) to implement a standards-based, comprehensive school counseling program.

Inappropriate non-school counseling program tasks:	**Appropriate school counseling program tasks:**
• registration and scheduling of all new students	• individual student academic program planning
• administering cognitive, aptitude, and achievement tests	• interpreting cognitive, aptitude, and achievement tests
• responsibility for signing excuses for students who are tardy or absent	• counseling students who are tardy or absent
• teaching classes when teachers are absent	• collaborating with teachers to present guidance curriculum lessons
• performing disciplinary actions	• counseling students who have disciplinary problems
• sending students home who are not appropriately dressed	• counseling students as to appropriate school dress
• computing grade-point averages	• analyzing grade-point averages in relationship to achievement
• maintaining student records	• interpreting student records
• supervising study halls	• providing teachers with suggestions for better management of study halls
• clerical record keeping	• ensuring that student records are maintained as per state and federal regulations
• assisting with duties in the principal's office	• assisting the school principal with identifying and resolving student issues, needs, and problems

Benefits of School Counseling Programs

Comprehensive developmental school counseling programs positively impact students, parents, teachers, administrators, boards and departments of education, school counselors, counselor educators, postsecondary institutions, student services personnel, business and industry, and the community. The benefits to each of these groups include the following:

Benefits for Students

1. Prepares students for the challenges of the 21st century through academic, career, and personal/social development.
2. Relates educational program to future success.
3. Facilitates career exploration and development.
4. Develops decision-making and problem-solving skills.
5. Assists in acquiring knowledge of self and others.
6. Enhances personal development.
7. Assists in developing effective interpersonal relationship skills.
8. Broadens knowledge of our changing world.
9. Provides advocacy for students.
10. Encourages facilitative, cooperative peer interactions.
11. Fosters resiliency factors for students.
12. Assures equitable access to educational opportunities.

Benefits for Parents

1. Prepares children for the challenges of the 21st century through academic, career, and personal/social development.
2. Provides support for parents in advocating for their child's academic, career, and personal/social development.
3. Develops a system for their child's long-range planning and learning.
4. Increases opportunities for parent/school interaction.
5. Enables parents to access school and community resources.

Benefits for Teachers

1. Provides an interdisciplinary team effort to address student needs and educational goals.
2. Provides skill development for teachers in classroom management, teaching effectiveness, and affective education.
3. Provides consultation to assist teachers in their guidance role.

Benefits for Administrators

1. Integrates school counseling with the academic mission of the school.
2. Provides a program structure with specific content.
3. Assists administration to use school counselors effectively to enhance learning and development for all students.
4. Provides a means of evaluating school counseling programs.

Benefits for Boards and Departments of Education

1. Provides rationale for implementing a comprehensive developmental counseling program in the school system.
2. Provides assurance that a quality counseling program is available to all students.
3. Demonstrates the necessity of appropriate levels of funding for implementation.
4. Supports appropriate credentialing and staffing.
5. Provides a basis for determining funding allocations for school counseling programs.
6. Furnishes program information to the community.
7. Gives ongoing information about student competencies and Standards for Excellence attained through school counseling program efforts.

Benefits for School Counselors

1. Provides a clearly defined role and function.
2. Reduces non-counseling functions.
3. Provides direct service to all students.
4. Provides a tool for program management and accountability.
5. Enhances the role of the school counselor as a student advocate.
6. Ensures involvement in the academic mission of the school.

Benefits for Counselor Educators

1. Enhances collaboration between counselor education programs and public schools.
2. Provides exemplary supervision sites for school counseling internships.
3. Increases opportunities for collaborative research on school counseling program effectiveness.

Benefits for Postsecondary Institutions

1. Enhances articulation and transition of students to postsecondary institutions.
2. Prepares students for advanced educational opportunities.
3. Motivates students to seek a wide range of substantial postsecondary options, including college.

Benefits for Student Services Personnel

1. Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counselor.
2. Clarifies areas of overlapping responsibilities.
3. Fosters a positive team approach, which enhances cooperative working relationships.

Benefits for Business and Industry

1. Increases opportunities for business and industry to participate actively in the total school program.
2. Provides increased opportunity for collaboration among counselors, business, industry, and communities.
3. Provides a potential workforce with decision-making skills, pre-employment skills, and increased worker maturity.

Benefits for the Community

1. Provides an increased opportunity for collaboration and participation of community members with the school program.
2. Creates community awareness and visibility of the school counseling program.
3. Connects the community to the needs of the school and the school to the needs of the community.
4. Enhances economic development through quality preparation of students for the world of work.

Chapter 3

NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS

Overview

The purpose of a counseling program in a school setting is to promote and enhance the learning process. To that end, the School Counseling Program facilitates Student Development in three broad areas: Academic Development, Career Development, and Personal/Social Development. The following chart describes the standards for each area.

I. Academic Development

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

II. Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education and training, and the world of work.

III. Personal/Social Development

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

The standards for each content area are intended to provide guidance and direction for states, school systems and individual schools to develop quality and effective school counseling programs. The emphasis is on success for ***all students***, not only those students who are motivated, supported, and ready to learn. The school counseling program based upon national standards enables ***all students*** to achieve success in school and to develop into contributing members of our society.

School success requires that students make successful transitions from elementary school to middle/junior high school to high school. Graduates from high school have acquired the attitudes, skills, and knowledge that are essential to the competitive workplace of the 21st century.

A school counseling program based upon national standards provides the elements for all students to achieve success in school. School counselors continuously assess their students' needs to identify barriers and obstacles that may be hindering success and also advocate for programmatic efforts to eliminate these barriers.

Each standard is followed by a list of student competencies which articulate desired student learning outcomes. Student competencies define the specific knowledge, attitudes and skills that students should obtain or demonstrate as a result of participating in a school counseling program. These listings are not meant to be all inclusive, nor is any individual program expected to include all of the competencies in the school counseling program. The competencies offer a foundation for what a standards-based program should address and deliver. These can be used as a basis to develop measurable indicators of student performance.

The program standards for **academic development** ***guide the school counseling program to implement strategies and activities to support and maximize each student's ability to learn.*** Academic development includes acquiring skills, attitudes, and knowledge which contribute to effective learning in school and across the life span; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community. Academic development standards and competencies support the premise that all students meet or exceed the local, state, and national academic standards.

> ***The purpose of a counseling program in a school setting is to promote and enhance the learning process.***

The program standards for* career development *guide the school counseling program to provide the foundation for the acquisition of skills, attitudes, and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span. Career development includes the employment of strategies to achieve future career success and job satisfaction as well as fostering understanding of the relationship between personal qualities, education and training, and the world of work. Career development standards and competencies ensure that students develop career goals as a result of participation in a comprehensive plan of career awareness, exploration, and preparation activities.

The program standards for* personal/social development *guide the school counseling program to provide the foundation for personal and social growth as students progress through school and into adulthood. Personal/social development contributes to academic and career success. Personal/social development includes the acquisition of skills, attitudes, and knowledge which help students understand and respect self and others, acquire effective interpersonal skills, understand safety and survival skills, and develop into contributing members of our society. Personal/social development standards and competencies ensure that students have learned to successfully and safely negotiate their way in the increasingly complex and diverse world of the 21st century.

National Standards for School Counseling Programs

I. Academic Development

Standards in this area guide the school counseling program to implement strategies and activities to support and enable the student to experience academic success, maximize learning through commitment, produce high quality work, and be prepared for a full range of options and opportunities after high school.

The academic development area includes the acquisition of skills in decision making, problem solving and goal setting, critical thinking, logical reasoning, and interpersonal communication and the application of these skills to academic achievement.

The school counseling program enables all students to achieve success in school and to develop into contributing members of our society.

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Academic Development: Standard A

Students will **acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.**

Student Competencies

Improve Academic Self-Concept

Students will:

- articulate feelings of competence and confidence as a learner
- display a positive interest in learning
- take pride in work and in achievement
- accept mistakes as essential to the learning process
- identify attitudes and behaviors which lead to successful learning

Acquire Skills for Improving Learning

Students will:

- apply time management and task management skills
- demonstrate how effort and persistence positively affect learning
- use communication skills to know when and how to ask for help when needed
- apply knowledge of learning styles to positively influence school performance

Achieve School Success

Students will:

- take responsibility for their actions
- demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- develop a broad range of interests and abilities
- demonstrate dependability, productivity, and initiative
- share knowledge

Academic Development: Standard B

Students will **complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.**

Student Competencies

Improve Learning

Students will:

- demonstrate the motivation to achieve individual potential
- learn and apply critical thinking skills
- apply the study skills necessary for academic success at each level
- seek information and support from faculty, staff, family, and peers
- organize and apply academic information from a variety of sources
- use knowledge of learning styles to positively influence school performance
- become self-directed and independent learners

Plan to Achieve Goals

Students will:

- establish challenging academic goals in elementary, middle/junior high, and high school
- use assessment results in educational planning
- develop and implement an annual plan of study to maximize academic ability and achievement
- apply knowledge of aptitudes and interests to goal setting
- use problem-solving and decision-making skills to assess progress toward educational goals
- understand the relationship between classroom performance and success in school
- identify post-secondary options consistent with interests, achievement, aptitude, and abilities

Academic Development: Standard C

Students will **understand the relationship of academics to the world of work, and to life at home and in the community.**

Student Competencies

Relate School to Life Experiences

Students will:

- demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life
- seek co-curricular and community experiences to enhance the school experience
- understand the relationship between learning and work
- demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals
- understand that school success is the preparation to make the transition from student to community member
- understand how school success and academic achievement enhance future career and avocational opportunities

II. Career Development

Standards in this area guide the school counseling program to implement strategies and activities to support and enable the student to develop a positive attitude toward work, and to develop the necessary skills to make a successful transition from school to the world of work, and from job to job across the life career span. Also, standards in this area help students to understand the relationship between success in school and future success in the world of work. The career development standards reflect the recommendations of the Secretary's Commission on Achieving Necessary Skills (SCANS, 1991) and the content of the *National Career Development Guidelines* (NOICC, 1989).

The school counseling program enables all students to achieve success in school and to develop into contributing members of our society.

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.

Career Development: Standard A

Students will **acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.**

Student Competencies

Develop Career Awareness

Students will:

- develop skills to locate, evaluate, and interpret career information
- learn about the variety of traditional and non-traditional occupations
- develop an awareness of personal abilities, skills, interests, and motivations
- learn how to interact and work cooperatively in teams
- learn to make decisions
- learn how to set goals
- understand the importance of planning
- pursue and develop competency in areas of interest
- develop hobbies and avocational interests
- balance between work and leisure time

Develop Employment Readiness

Students will:

- acquire employability skills such as working on a team, problem-solving and organizational skills
- apply job readiness skills to seek employment opportunities
- demonstrate knowledge about the changing workplace
- learn about the rights and responsibilities of employers and employees
- learn to respect individual uniqueness in the workplace
- learn how to write a resume
- develop a positive attitude toward work and learning
- understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
- utilize time- and task-management skills

Career Development: Standard B

Students will **employ strategies to achieve future career goals with success and satisfaction.**

Student Competencies

Acquire Career Information

Students will:

- apply decision-making skills to career planning, course selection, and career transitions
- identify personal skills, interests, and abilities and relate them to current career choices
- demonstrate knowledge of the career planning process
- know the various ways which occupations can be classified
- use research and information resources to obtain career information
- learn to use the Internet to access career planning information
- describe traditional and non-traditional occupations and how these relate to career choice
- understand how changing economic and societal needs influence employment trends and future training

Identify Career Goals

Students will:

- demonstrate awareness of the education and training needed to achieve career goals
- assess and modify their educational plan to support career goals
- use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences
- select course work that is related to career interests
- maintain a career planning portfolio

Career Development: Standard C

Students will **understand the relationship between personal qualities, education, training, and the world of work.**

Student Competencies

Acquire Knowledge to Achieve Career Goals

Students will:

- understand the relationship between educational achievement and career success
- explain how work can help to achieve personal success and satisfaction
- identify personal preferences and interests which influence career choices and success
- understand that the changing workplace requires lifelong learning and acquiring new skills
- describe the effect of work on lifestyles
- understand the importance of equity and access in career choice
- understand that work is an important and satisfying means of personal expression

Apply Skills to Achieve Career Goals

Students will:

- demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals
- learn how to use conflict management skills with peers and adults
- learn to work cooperatively with others as a team member
- apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences

III. Personal/Social Development

Standards in the personal/social area guide the school counseling program to implement strategies and activities to support and maximize each student's personal growth and enhance the educational and career development of the student.

The school counseling program enables all students to achieve success in school and develop into contributing members of our society.

Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

Personal/Social Development Standard A

Students will **acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.**

Student Competencies

Acquire Self-Knowledge

Students will:

- develop a positive attitude toward self as a unique and worthy person
- identify values, attitudes, and beliefs
- learn the goal setting process
- understand change as a part of growth
- identify and express feelings
- distinguish between appropriate and inappropriate behaviors
- recognize personal boundaries, rights, and privacy needs
- understand the need for self-control and how to practice it
- demonstrate cooperative behavior in groups
- identify personal strengths and assets
- identify and discuss changing personal and social roles
- identify and recognize changing family roles

Acquire Interpersonal Skills

Students will:

- recognize that everyone has rights and responsibilities
- respect alternative points of view
- recognize, accept, respect, and appreciate individual differences
- recognize, accept, and appreciate ethnic and cultural diversity
- recognize and respect differences in various family configurations
- use effective communication skills
- know that communication involves speaking, listening, and nonverbal behavior
- learn how to make and keep friends

Personal/Social Development: Standard B

Students will **make decisions, set goals, and take necessary action to achieve goals.**

Student Competencies

Self-Knowledge Applications

Students will:

- use a decision-making and problem-solving model
- understand consequences of decisions and choices
- identify alternative solutions to a problem
- develop effective coping skills for dealing with problems
- demonstrate when, where, and how to seek help for solving problems and making decisions
- know how to apply conflict resolution skills
- demonstrate a respect and appreciation for individual and cultural differences
- know when peer pressure is influencing a decision
- identify long- and short-term goals
- identify alternative ways of achieving goals
- use persistence and perseverance in acquiring knowledge and skills
- develop an action plan to set and achieve realistic goals

Personal/Social Development: Standard C

Students will **understand safety and survival skills.**

Student Competencies

Acquire Personal Safety Skills

Students will:

- demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- learn about the relationship between rules, laws, safety, and the protection of an individual's rights
- learn the difference between appropriate and inappropriate physical contact
- demonstrate the ability to assert boundaries, rights, and personal privacy
- differentiate between situations requiring peer support and situations requiring adult professional help
- identify resource people in the school and community, and know how to seek their help
- apply effective problem-solving and decision-making skills to make safe and healthy choices
- learn about the emotional and physical dangers of substance use and abuse
- learn how to cope with peer pressure
- learn techniques for managing stress and conflict
- learn coping skills for managing life events

Chapter 4

GETTING STARTED

Implementation of National Standards

The National Standards for School Counseling Programs are the most contemporary vision of a quality school counseling program. The standards represent the skills, strategies and applications that school counselors believe should be acquired by all students as a result of participating in school counseling programs. School counseling supports the educational mission of school by assisting all students to become effective learners and achieve the high academic expectations established by national, state, and local standards. These basic premises are the foundation to initiating a discussion about implementing standards for school counseling programs.

School counseling supports the educational mission of school by assisting all students to become effective learners.

The variety of evolving academic standards may confuse school personnel, parents, and community members. It is most important to be aware of the changes that have been proposed at the state and local level to improve the teaching and learning process for all students. The implementation of standards for school counseling programs represents joining forces with an extremely powerful educational reform movement comprised of teachers, administrators, parents, politicians, business and industry, and the community. Collaboration is essential to ensure that everyone involved understands the commitment involved to implement national standards for school counseling programs and how this will impact student success.

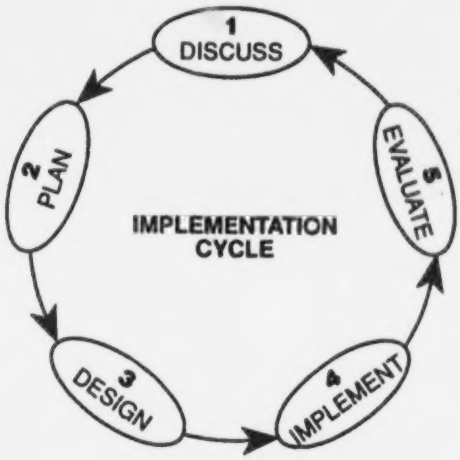
Making the shift to a standards-based school counseling program requires the commitment of school counselors to accept the ownership of standards. In many school settings, this can mean the rethinking of every aspect of a school counseling program, from the assessment of needs, to delivery methods, and allocation of resources to ensure that all students have equitable access to services. Implementing a standards-based program requires school counselors to be willing to assume responsibility for the delivery of a quality program, to be accountable for student competencies, and to evaluate their effectiveness on student achievement and development.

The change from a constellation of services and activities to a standards-based program represents a significant shift in thinking about the way students are supported and in the anticipated outcomes. School counselors will continue to work with students individually, in small groups, in classrooms, and in large assemblies. They will continue to provide crisis intervention and group guidance curriculum activities. School counselors will continue to support students' academic success. Standards will help to implement the academic, career, and personal/social components of a school counseling program to ensure that all students will benefit from a school counseling program.

Implementing Your Program

The educational changes taking place at your state, county, and/or local system are in varying stages of development and implementation. The shift to a standards-based school counseling program should mirror and complement what is under way or soon to be under way in your school system. Think of change as an ongoing process, not as an event.

How do you begin to undertake this shift in thinking and in doing? Implementation does not happen just because you have adopted a model program. You need to engage in a continuous conversation process about the progression from the "what is" to the "what is to be." The implementation is cyclical and circular.



Discuss

Simply stated, the initial discussion about standards in your school system requires an awareness of what your program currently looks like and what it accomplishes. You need to use aggregated and disaggregated data to identify student needs and discuss what needs to be accomplished to achieve the mission of your school. It is important to consider the following questions:

Why move to a standards-based school counseling program?

What will this change accomplish that is different from what you're currently doing?

Who will benefit?

Plan

Considerable energy needs to be put into your plan to ensure that you will accomplish what you intend to accomplish. Knowledge about your students and their needs is essential. This information can be obtained by conducting a needs assessment.

What skills do your students need to acquire as they progress through a pre-K through grade 12 school counseling program to make successful transitions throughout the school experience and to opportunities after high school?

What did you learn from the needs assessment?

What did you learn from the data about your students' achievements, their needs, their progress and plans after high school?

How does your current program compare to the ideals in a standards-based program? Where are the gaps?

What does your school and your community envision as important for your students?

What does a graduate of your system look like?

Do you have an advisory committee in place that involves teachers, parents, students, and members of the community?

How does what you have learned support the changes that you are proposing?

Design

Your standards-based school counseling program must be clear and purposeful. It must be presented in a manner that can be understood by all who are involved in the delivery of the program and also by those who are the beneficiaries of the program.

Your standards-based school counseling program must be clear and purposeful.

Consider what format makes the most sense to organize your standards-based program. School counseling standards must be written in a context that makes sense with your curriculum standards.

Do you begin with goals and then develop student outcomes?

What language is your system using in their educational reform undertakings? Are your student expectations clear and focused?

Are they measurable as indicators of performance or achievement?

Are your program goals realistic?

Does the program reach all students?

Does it support the mission of the school?

Do your goals evolve from your mission statement and vision for your students? How is the faculty involved?

Is it integrated across the curriculum?

What commitment has your superintendent, school board, and administration made?

Implement

When you have a program that reflects the best thinking of all of the stakeholders of a school counseling program, it will then be the time to initiate what you intend to accomplish. Consider a phase-in plan for the short term, and establish benchmarks for long-term goals to help you monitor progress.

Are you assured that all of the stakeholders have bought into the newly designed program?

Are the resources in place to begin the implementation?

Is the essential staff development in place for all involved in the program delivery i.e., school counselors, other student service personnel, administrators, and the faculty? Who will do what and when?

Is there a plan to continue to communicate regularly with all of the staff involved in the direct program delivery at the elementary, middle/junior high, and high school level?

Have you communicated your vision and goals to parents and to your community?

Does your timeline make sense?

Can you accomplish what you have set out to achieve?

Most important, is your program for all students?

Evaluate

Evaluation of your efforts will occur after you have implemented strategies and answered the question: How will we know when we have reached our goals? Evaluation allows you to determine if you have achieved your goals and provides opportunities to assess at what level or to what degree students have acquired the skills you set out to impart.

Think of as many possibilities as you can to measure student progress to achieve the goals of your program. Keep in mind that you need to know:

When will you achieve your goals?

How will you measure student outcomes?

How will you know when you have achieved them?

Are there intermediary benchmarks to help assess progress?

How will progress be measured?

Who is responsible for monitoring and reporting progress?

Have students acquired the skills and realized the growth established as a result of participating in a standards-based program?

The information gained from the evaluation process tells you what students have learned and how your standards-based program has made a difference. This insight also tells you which accomplishments should be celebrated, what obstacles have been encountered, what mistakes have been made, and what challenges remain. It also helps you assess the conditions that support or challenge the success of your students and the success of your school counseling program.

Evaluation provides the information that ensures that discussing, planning, designing, and implementing is a continuous process. The conversation about quality and effectiveness is now based upon the observed and measurable experiences of learning for both students and staff involved in a standards-based school counseling program. ASCA and ACT are jointly developing specific instruments for needs assessment and program evaluation to help you align your current program with national standards.

Making the transition to a standards-based school counseling program can not happen overnight. Each school system faces challenges that are unique to its community. State initiatives may impact upon local implementation. The assessment of existing programs, services, and practices is a thoughtful and lengthy process. Consensus among all the stakeholders takes time. It could take two to three years before you see the results you want.

Standards provide the foundation to ensure equitable access to school counseling programs for all students. Standards raise the level of expectation of the outcomes for students and make excellence in school counseling possible. If you see national standards as an opportunity to change the expectations and perception about your current school counseling program, and to provide the support and opportunities to enable all students to achieve success in school, then, let the conversations begin.

Standards provide the foundation to ensure equitable access to school counseling programs for all students.

Standards Into Practice

The following sample counseling activities are provided for the purpose of illustration only. Individual school counselors, school districts and states select their preferred activities and materials from a variety of counselor-made and commercial counseling kits, programs, and books. In addition, two former ASCA journals—*Elementary School Guidance and Counseling* and *The School Counselor*—and the *Professional School Counseling Journal* are replete with descriptions of strategies, activities and interventions which school counselors have found to be effective in fostering students' academic, career, and personal/social development.

The following examples were chosen to illustrate individual, small group, and large group interventions which may be employed by school counselors in collaboration with teachers and/or support staff to facilitate student development at each grade level (elementary, middle, and high school) in the area of academic development (Section I, Standard B).

Level	Implementation	Unit or Activity
Elementary School	Classroom Guidance	School Success
Middle School	Small Group Counseling	Motivational Group Counseling
High School	Classroom Guidance	Today's Choice . . . Tomorrow's Success

Example for Elementary School: *School Success*

Standard: Academic Development—Standard B
Students will complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options, including college.

Competency: Students will understand the relationship between classroom performance and success in school.

Activity: Classroom guidance

Level: Elementary school

Goal: Creating positive attitudes toward school.

Summary: Six sessions designed to create positive attitudes of students toward school, especially in regard to achievement.

Session 1: "Feelings About School"

Activity: Help students think more about themselves and school

- Handmade sets of cards with feeling words on them are used to help members disclose their ideas and feelings.
- Distribute randomly and have students discuss their meanings of the words.

Session 2: "Illustrated Tee Shirt"

Activity #1: Encourage group members to continue voicing their opinions and feelings

- Students are to draw symbols on a picture of a "tee shirt" that is divided into five sections. Instruct students to "draw a little picture or symbol that . . ."
  1. Tells something about this school.
  2. Represents something you would like to change about school.
  3. Tells what you like about school.
  4. Shows one thing about yourself that you would like to change or improve on.
  5. Write three words that teachers might use to describe you.

Activity #2: Help students see how feelings relate to behaviors
Counselors should help the group members understand how feelings are related to behaviors in school by asking questions such as: "What do you do that makes them see you that way?" "If you wanted to be described differently, what would you have to do?"

Session 3: **"Dear Abby"**

Activity: Teaches students that they are not alone in their feelings about school

- Counselor asks students to think of a problem they are having in school...or maybe a problem a student their age is having that is interesting to them.
- Have students write down the problem without putting their name on the paper for the counselor to collect and discuss with the class.
- Lead a discussion of the problem with the class including consequences of behavior and alternative actions.

Session 4: **"Giving and Receiving Feedback"**

Activity: Encourages a positive focus in school and helps the students act positively in the school environment

- Teach a three-step feedback model: (a) be specific about the behavior you see or hear, (b) tell how it makes you feel, and (c) tell what your feelings make you want to do.

Session 5: **"Some First Steps"**

Activity: Empower students to make changes in their school behavior

- Have students report on how the feedback model worked outside the group.
- Have students identify "one thing about myself that I want to improve."
- Let each student describe a first step that might be taken to help that student improve.
- Encourage students to begin their first step that week.

Session 6: **" Being Positive"**

Activity: Help the group end on a positive note

- Allow each student time to describe what happened to them that past week when they tried their first steps.
- Let everyone (including the counselor) have a turn in the "cool seat," where they will receive compliments from others.

Source:

"Changing Student Attitudes and Behavior Through Group Counseling"
Myrick, Robert D. and Dixon, R. Wiley
The School Counselor
Volume 32, March 1985, pages 325–330

Example for Middle School: *Motivational Group Counseling*

Standard: Academic Development—Standard B
Students will complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options, including college.

Competency: Students will demonstrate the motivation to achieve individual potential.

Activity: Small Group Counseling

Level: Middle school/Junior high school

Goal: Develop a small-group counseling approach with low-performance middle-school students who are identified by teachers as lacking motivation

Summary: Six sessions designed to motivate students who have little or no interest in academic success

Session 1: "Getting Started"

Activity #1 Learning more about each other
- Have students share what they like to do when not in school.
- Have students share what they would do with $1,000, if they could spend it however they wished.
- Ask them to recall something that another student said.

Activity #2 Identifying attitudes and feelings associated with experiencing academic success.
- Lead students through thoughts of school as a pleasant place.
- Encourage students to remember what they liked about elementary school.
- Encourage students to try out the positive attitudes and feelings associated with success in school.

Activity #3 School success
- Discuss behaviors related to school success and list on the chalkboard.
- Let each student identify those behaviors that need their personal attention.

Session 2: "Who's in Control"

Activity: Responsibility and being honest with one's own self
- Categorize a list of statements provided by the counselor into one of the following categories: 1) takes responsibility for self and 2) places responsibility on others. For instance, "I lost my homework," or " It just disappeared."
- Through role playing situations the group can study the meaning of responsibility around home and school.

Session 3: "Assuming Responsibility"

Activity: Rewording popular "cop out phrases"

- Explore popular cop out phrases, identify the common ones and reword them to reflect a more responsible position.
- Have students express their own cop out phrases and find ways to restate them.
- Role play situations to provide for verbalizing responsibility.

Session 4: "The Positive Self"

Activity: Introduce the term self-concept

- Examine the effects of low self-concept and negative thinking on behavior and school performance.
- Have students think of ways to use "positive affirmations and visualizations" that eliminate self-defeating thoughts and behaviors by substituting positive statements and habits.

Three Steps in Making Positive Affirmations:

1) Identify your goal (e.g., To get the next math assignment in on time)
2) Identify the negative thought or message (e.g., I can't do this; I'm not smart enough)
3) Rephrase the negative thoughts in positive terms (e.g., I can do it; I've got the ability to do this)

- Encourage students to picture themselves doing homework, finding answers to study questions, and asking for help from a teacher.

Session 5: "Plan for Success"

Activity: Short-term and long-range goals

- Create a "buddy system" and support base.
- Develop specific plans for performing better in school and draw up a contract with the buddy.

Session 6: "The Encouragement Card"

Activity: Identify personal strengths and relate them to achievement in school

- Brainstorm with the group to create a list of physical, intellectual, and personal traits
- Use this list to have group members give each other positive feedback while the counselor records these strengths on an "encouragement card."
- On the back, have students list three affirmations that are most meaningful to them.
- Encourage students to say these affirmations to themselves at night, early in the morning, and at other times during the day.

Source:

"Motivational Group Counseling for Low-Performing Students"
Campbell, Chari A. and Myrick, Robert D.
The Journal of Specialists in Group Work
Volume 15, Number 1, March 1990, pages 42-50

Example for High School: *Today's Choice . . . Tomorrow's Success!*

Standard: Academic Development—Standard B
Students will complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options, including college.

Competency: Use problem-solving and decision-making skills to assess progress toward educational goals.

Activity: Students will understand how the decisions they make each day in high school can positively or negatively influence their options for their plans after graduation.

Level: High School (recommended grades 9 and 10)

Goal: Students will understand the impact of day-to-day decisions on their future plans.

Summary: Students participate in a classroom or group discussion that is focused on how the choices and decisions they make each day in high school affect whether after graduation they will:

- go to a two- or four-year college or technical school;
- choose not to go to college;
- choose to work part-time and attend school part-time;
- choose to work full-time and attend school part-time; or
- choose not go to college at this time and find full-time employment.

Lead a discussion on the importance of making good choices and decisions to be successful in school. Randomly assign the students to groups of four or five. Distribute the "What Would I Do?" list to the students. Review some of the different situations with them. Then hand out the "Decisions...Decisions...Decisions Chart." Ask the students either individually or in their small groups to read the "What Would I Do?" list carefully. Ask them to decide what they would do if faced with the same situation and decide where the choice fits on the "Decisions Chart." When the students are finished, ask them to share the results of their small group discussions or individual thinking. Next, ask them to brainstorm how everyday choices impact their future goals. Remind the students to save the "Decisions Chart" as part of their school counseling or career portfolio.

Follow-up Activity: Review some of the scenarios from "What Would I Do?". Ask students to share some of their career dreams. Have the students brainstorm what they can do now in high school to get ready for what they want to do after graduation. Remind the students that career options after high school almost always require additional education and/or specific training to achieve their career goals. Ask them to individually create a list of what they can do today, this semester and this year to reach their college and career goals.

Materials Needed: Handouts
Blackboard or Flip Chart
Pencils/Pens

Source:
Carol A. Dahir, Ed.D.
Pupil Personnel Services Coordinator
Nassau BOCES
Westbury, New York 11590

What Would You Do?

Would you:

1. make a plan to raise all of your grades this year?
2. help a friend who is having trouble passing English?
3. take an art class because you are interested in developing your talent?
4. set aside extra time tonight to study math even though you don't have a test tomorrow?
5. look for a part-time job or do volunteer work in an area related to your career choice?
6. cut third period with some friends who feel like hanging out?
7. sign up for all the easy classes for next year?
8. take your counselor's suggestion that you take an interest survey to help you think about career options?
9. join a club or team and make some new friends?
10. volunteer to help run a food drive?
11. always finish what you start?
12. help form an after-school study group so that my friends and I can help each other?
13. stop fighting with a family member and try to resolve the problem?
14. take a science class in junior and senior years to prepare for college?
15. decide not to watch TV more than two hours on school night?
16. read an hour a day in your spare time?
17. waste a school day cutting class to go to the mall?
18. study a foreign language to help you get into college?
19. tell your friends college is for nerds?
20. drop out of school and take a dead-end job?
21. get a part-time job to save money for your education after high school?
22. ask for extra help from the teacher of the class you are having trouble with?
23. work hard in high school to get where you want to be after you graduate?
24. drop a math class because you think it's going to be too hard?
25. see your school counselor to find out more about what you need to do about your career plans?
26. decide that you can achieve your goals even if your friends don't think it's cool?
27. do volunteer work in your community?
28. tell your friend that you think cutting a test is a bad idea?
29. organize your after-school time to balance homework and time with friends?
30. ask your counselor to help you plan the program of study you need to achieve your goals for after high school?

Name _____ Grade _____

Teacher _____ Counselor _____

Every day you make choices and choose to deal with situations in a certain way. Some of these decisions affect today, tomorrow, and your future. Of course, some decisions have a greater impact than others. Take a look at the list of school-related situations on the "What Would You Do?" handout. You could encounter any of these situations today, tomorrow, or perhaps sometime during this school year. Read each statement and think about the choice that was made. What would you do?

Decide where each choice fits on the "Decisions Chart." If you are working in a group, talk about what you would do if faced with the same situation. You do not have to rewrite the situation—you can abbreviate it or use the number to identify it. You can complete this worksheet individually or as a group activity.

DECISIONS...DECISIONS...DECISIONS...

Positive Attitude	Poor Attitude	Hard Work	Lazy	Good Choice	Poor Choice

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Appendix I

About ASCA

The American School Counselor Association (ASCA) is a private, nonprofit professional organization headquartered in Alexandria, Virginia. ASCA is composed of school counselors, counseling and guidance directors, supervisors, administrators, counselor educators, and other individuals involved in related activities who have an impact on a student's success and well-being at school, work, and home. Founded in 1952, ASCA has grown to a membership of more than 12,000 individual members and 50 state divisions and the District of Columbia.

ASCA has been instrumental in setting professional and ethical standards for the school counseling profession. ASCA assists counselors in delivering more effective services by providing the means and information to enhance skills, support for self-evaluation, and research to measure counselor effectiveness. Professional development programs and activities help maintain high standards and encourage quality performance. ASCA speaks for school counselors at the national level through strong public relations and government relations programs and activities.

ASCA members work in all educational settings from elementary through postsecondary education. ASCA membership is open to all persons engaged in school counseling or related activities. Five types of membership are available.

ASCA publishes five issues annually of the *Professional School Counseling Journal.* The journal provides a compendium of research for the pre-K through postsecondary practitioner and counselor educator. ASCA also publishes a newspaper, *The ASCA Counselor,* five times a year for its members.

ASCA and its members are committed to the continuing development of the school counseling profession. For more information contact:

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American School Counselor Association

Identity Statement

The American School Counselor Association is the national organization which represents the profession of school counseling.

Vision Statement

ASCA will be recognized as the school counseling association and that school counseling will be integral to every individual's educational experience.

Mission Statement

The mission of the American School Counselor Association is to promote excellence in the profession of school counseling and the development of all students.

Beliefs

Respecting the worth and dignity of the individual

Enabling positive change

Acquiring and applying knowledge

Empowering leadership

Promoting collaboration

Strategic Goal Framework

Advocacy

Professional Development

Bold and Visionary Leadership

Organizational Support

Appendix II

National Standards Field Review

Although more than 2,000 school counselors, counselor educators, and supervisors participated in the field review process, we were unable to identify each participant by name. We extend our gratitude and appreciation to each individual who offered invaluable insights, comments, and suggestions.

Name	Affiliation	State
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Appendix III

Research Development Process for National Standards

During recent years, interest has increased in the development of national standards for school counseling programs. Although this current wave of the school reform movement strongly recommended the development of national standards to direct educational practice, school counseling has largely been ignored. Yet, school counselors face the enormous challenge of preparing students to meet the expectations of higher academic standards and to become contributing members of society. School counseling continues to play an increasingly complex role in contemporary education.

Research Study

The purpose of the research study was to: (a) examine the attitudes of elementary, middle/junior high and high school counselors towards the development of national standards for school counseling programs; (b) clarify the purpose that standards would serve for school counseling programs; and (c) identify the program components that school counselors believe should be contained in national standards.

Background

Before the study was initiated, a number of essential steps determined the content and issues that needed to be addressed. These included: (a) a leadership discussion summary; (b) an open-ended questionnaire, and (c) a comprehensive review of school counseling literature.

In June, 1994, the American School Counselor Association (ASCA) Governing Board determined that national standards would 1) identify what students should know and be able to do as a result of participating in a school counseling program; 2) articulate the strategies that support student success in school; and 3) clarify the relationship of school counseling to the educational system. The results of this discussion and the responses from a subsequent questionnaire were used to develop a matrix of attitudes and perceptions about national standards, purposes for developing standards, and issues that standards should address. It was reported that the development of national standards for school counseling programs would:

- create framework for a national model for school counseling programs;
- establish school counseling as an integral component of the academic mission of the educational system;
- encourage equitable access to a school counseling services for all students provided by a credentialed school counselor;

- identify the key components of a developmental school counseling model program;
- identify the knowledge and skills that all students should acquire as a result of the K–12 school counseling program; and
- ensure that school counseling programs are comprehensive in design and delivered in a systematic fashion for all students.

These beliefs, in addition to a comprehensive review of school counseling literature and the existing 35 developmental state models for school counseling programs were the foundation for the pilot instrument. Thus, survey instruments reflected a blend of theory and practice.

As part of the development process, ASCA committed to a detailed study of the need for and potential content of these standards.

Pilot Study

A pilot survey was distributed to 102 participants in the ASCA annual delegate assembly in April 1995 to assess the state and national leadership's attitudes toward the development of national standards for school counseling programs. The return rate for this study was 51%. Additionally, the leadership rated a variety of program activities for inclusion in school counseling program standards and suggested additional activities that were not included in the pilot survey.

ACT served as research consultant and coordinator for the collection of information and contributed personnel and resources to ensure that the survey design, distribution, and data analysis followed universally accepted research practices.

The pilot instrument consisted of 92 content related items and 12 demographic questions. The survey responses were analyzed by applying simple descriptive statistics such as percentages, means, standard deviations, and correlation coefficients. Factor analyses also were conducted on each section of the survey. A principal components analysis with varimax rotations extracted factors. The factor analyses provided the ability to examine the pattern of the items within each factor. This helped to eliminate redundancy, clarify and refine the language, and reduce the number of items. The goal of reliability was achieved, and it confirmed that each section was consistent with its defined purpose. Items were regenerated from the pilot survey based upon the empirical results of the analyses. The original number of items was subsequently reduced from 92 to 77.

Methods

Instrumentation

In order to accomplish the purpose of this study, this research study required the development of an original survey instrument. The instrument contained five general sections and a five-point Likert scale was used by the respondents throughout the survey to rate the items from strongly disagree to strongly agree, with exception of the responses to the demographic inquiries.

The eight items in the first section asked specifically if national standards should be developed and assessed attitudes toward the development of national standards. The second section of the survey sought opinions as to what purpose the development of national standards would serve. The nine items in this section addressed professional concerns about the role of school counseling programs in the educational system.

The items in section three of the survey asked respondents which school counseling program activities should be considered in national standards. The construction of the individual items for each domain was based on school counseling research and the program components and student outcomes identified in developmental school counseling state models. The items were organized into three areas: personal/social development, academic development, and career development. The respondents used a five point Likert scale to rate the relative importance of the same item in their current school counseling program.

The fourth section assessed the role of the school counselor in school system support activities. The purpose of this section was to determine which activities school counselors considered as a component of a school counseling program. This study did not determine whether specific activities were appropriately or inappropriately assigned to the school counselor.

The items in this section considered two phenomena: (a) school counselor contributions to the overall well being and needs of a school building; and (b) perceived non-counseling functions that school counselors often are required to assume. Respondents were asked to rate the importance of addressing the item in a national standard and the importance of the same item in their current school counseling program.

The fifth section requested demographic information about the respondents. Survey respondents reported additional demographic information not requested by the professional association such as community wealth (socioeconomic status), number of students assigned to the caseload, and urban, suburban, or rural designation which allowed for an examination of differences.

Sample and Sampling Procedures

The instrument was administered to 2,000 school counselors who were employed in a K–12 school setting selected randomly from the ASCA membership data base in September 1995. Three stratified computerized samples were drawn from the data set to closely approximate the work level and regional proportions of the ASCA membership.

The survey instrument and cover letter were mailed in September 1995. This mailing was followed by a reminder post card and a subsequent complete packet to non-respondents within the first three weeks. Respondents were numerically coded and deleted from the data base as the surveys were returned.

Data Analysis Procedures

Simple descriptive statistics were used for a preliminary review of the data, and percentages, computed means, correlation coefficients, and cross tabulations were examined as a first step to organize and sort the data. Inferential statistical procedures, including factor analyses, analyses of variance, and follow-up pairwise comparisons were conducted. Factor analyses were then applied to determine the structure underlying the variables in each section. The item means and overall section means were examined to determine an item's importance in national standards and the item's importance in current school counseling programs. Analyses of variance and follow up pairwise comparisons were performed to check for differences between means that could be attributed to the work level, region, student caseload, school setting, and community wealth represented by the respondents.

Research Study Results

Respondents

A total of 1127 ASCA members, representing elementary (43.2%), middle/junior high (19.6%), and high school counselors (35.1%) responded to the 77-item questionnaire. The return rate following the three-wave mailing was 56.4%.

Analysis of the Research Questions

Attitudes Toward and Purpose for National Standards

One of the fundamental questions raised in this research study concerned whether or not national standards should be developed. Eighty percent of the respondents supported the development of national standards. There were no significant differences found in responses among elementary, middle/junior high school, high school counselors or counselor supervisors. However, the mean agreement scores for elementary counselors (M=4.17, SD=.83) were somewhat higher than those for high school counselors (M=4.05, SD=.93) and displayed the most variation in responses for this item. Also, the means for the Midwest region showed statistically significant differences from the means for the other three regions of the country.

In section II, school counselors were asked to determine whether national standards should be theory based or practice based. Two different survey questions asked respondents to choose the preferred basis for standards development. When asked if standards should be based on practice, two-thirds (66.7%) of the respondents clearly indicated that national standards should be based more upon practice than theory. When asked about standards based upon theory, 15.3% of the respondents indicated that standards should be based more upon theory than practice. As expected, respondents who rated one item high, tended to rate the other item low. There were no significant differences among the respondents when school setting, region, caseload or community wealth were considered.

Respondents strongly articulated what purposes national standards would serve as demonstrated below:

- eighty-three percent of the total sample population agreed or strongly agreed that standards are necessary to better define the role of school counseling in American education;
- ninety-one percent of the respondents agreed or strongly agreed that standards would more clearly define the role of school counseling in the educational system;
- eighty-nine percent of the total population agreed or strongly agreed that standards would define the goals that are considered important for school counseling;
- seventy-four percent of the respondents supported standards development to address legitimacy for the mission of school counseling;
- eighty-five percent stated that standards would assist school counseling in achieving recognition within the educational system; and,
- eighty-one percent agreed that standards would establish a national program framework for effective school counseling programs.

No significant differences were revealed in the analyses by community wealth, school setting, or the size of the caseload assigned to a school counselor.

School Counseling Programs and Personal/Social Development

School counselors determined that personal/social development program elements were the most important components in school counseling programs. The mean values demonstrated that the personal/social component received the strongest show of support for national standards. These results suggested that skills such as accepting responsibility, dealing with conflict, and problem solving were of the utmost priority for both national standards and in current school counseling programs. The majority of school counselors (90.3%) agreed that understanding and appreciating differences should be addressed in national standards. The findings also revealed a strong tendency by all school counselor respondents to advocate for program elements which provide support and assistance for the social problems that currently afflict our schools.

School Counseling Programs and Educational Development

School counselors highly rated items that provided academic and learning environment support for national standards. Elementary and middle school counselors assigned the highest priority to developmental skills (acquiring study skills, time management, lifelong learning) for inclusion in national standards, while high school counselors strongly supported academic planning and goal-setting activities as essential to student success.

School counselors working in low income communities placed high priority on study skills and time management skills for inclusion in national standards as did school counselors with the largest caseload. In general, elementary counselors were more supportive of developmental skill development (acquiring skills for improving learning) while high school counselors were more inclined to rate items related to goal planning at a higher level.

School Counseling Programs and Career Development

Just over 70% of the respondents agreed or strongly agreed that exploratory career development experiences and activities related to career planning should be considered in national standards. School counselors more readily agreed that career development activities were more important than employment readiness activities for national standards. Educational goal setting and career goal setting received strong support.

High school counselors responded significantly differently from elementary and middle school counselors on several items. High school counselors indicated a greater willingness to address career preparation activities in national standards. Elementary and middle school counselors tended to support career development program elements that were more developmental in nature such as explore skills, explore

careers, understanding relationships among school, community and work, career planning, and acquiring information skills. Items specifically related to employment information generated less support for national standards on the part of the elementary and middle school respondents than the high school counselors.

Of the three general areas investigated, the overall means for national standards and current programs showed that school counselors reported the largest support for personal/social development (M=4.43; M=4.16), followed by educational development (M=4.13; M=3.78), and career development (M=4.02; M=3.38). Regional differences, school setting, community wealth, and caseload had little or no influence on the findings.

School Counseling Programs and System Support

The purpose of this section of the survey was to determine which system support services should be considered part of a school counseling program. Respondents were asked to determine the relative importance of addressing the item in national standards and as part of the current school counseling program.

Elementary school counselors, who reported the largest caseload and often work in multiple school buildings, tended to favor activities which assisted those who work directly with students. These included: conducting parent workshops (M=3.62), collaboration with community agencies (M=4.43), providing staff development for teachers (M=3.73), and consulting with staff (M=4.72). High school counselors placed a high priority on activities that focused on academic issues such as student placement (M=4.06), achievement (M= 3.33), college entrance testing (M=3.60), and administering career inventories (M= 4.00). Junior high and middle school counselors strongly promoted involvement in advisory activities (M=3.46), which usually require collaboration with the entire school staff.

Items concerning conducting parent workshops, collaborating with community agencies, participating in school reform initiatives, and consultation received strong support from all respondents for national standards and in current school counseling programs.

The respondents also strongly agreed that activities such as assisting in organizing school assemblies, managing grade reporting, and participating in other school duties, are not considered an essential part of a school counseling program at either the elementary, middle/junior high school, or high school level.

Principal Findings

School counselors overwhelmingly (82%) supported the development of national standards. It appears that the majority of school counselors want national standards based more upon practice than theory—however, not from their current practice but rather from an envisioned practice. School counselors strongly and broadly proclaimed that a national standards-based program would raise the expectations of what is important in current practice. This study also determined that the work setting of the school counselor strongly influenced program priorities for national standards and in current school counseling programs. Elementary, middle/junior high, and high school counselors identified program preferences that are based upon developmental or age, appropriate needs of students.

Personal/social development program activities received the strongest level of support for national standards development and also in current practice. This was followed by educational development. Within the areas of personal/social, educational and career development, distinct priorities emerged by work level. These results held true for national standards and in current programs. The overall findings demonstrated that most of the statistically significant differences revealed in school counseling program components were related to the work level setting of the school counselor. Elementary school counselors consistently gave the highest ratings to activities that supported personal/social growth such as self awareness. High school counselors strongly supported educational development needs such as academic planning and goal setting. Despite the current national attention on career development, there was a lack of consensus in the importance of specific activities for both national standards and in current programs.

The findings confirmed the belief that national standards will identify a focal point for practice, articulate a professional mission, and provide a center for aspiration and momentum for the future. School counselors have identified what they believe is important in their current programs and what is important to include in national standards. School counselors have expressed a need and a desire for national standards and have articulated their opinion as to what national standards should contain.

The school counselors who participated in this study responded that national standards:

- would provide the mechanism for school counseling to be accepted as a legitimate component of the educational system;
- could establish similar goals, expectations, support systems, and experiences for all students as a result of participation in school counseling programs; and
- create framework for a national model for school counseling programs;
- establish school counseling as an integral component of the academic mission of the educational system;

- encourage equitable access to a school counseling services for all students provided by a credentialed school counselor;
- identify the key components of a developmental school counseling model program;
- identify the knowledge and skills that all students should acquire as a result of the K–12 school counseling program;
- ensure that school counseling programs are comprehensive in design and delivered in a systematic fashion for all students; and
- may help to define the vision and goals for the school counseling for the 21st century.

National standards will help the school counseling community to look within itself to clarify its purpose and establish higher expectations of quality.

Conclusions

It appears that the basis for the desire to have national standards is rooted in the recency of the evolution of the occupation, the wide diversity of services that school counselors provide to students, and the responsiveness of the school counseling community to societal needs and demands. The findings demonstrated that school counselors strongly and broadly proclaimed that a national standards-based program would raise the expectations of what is important in current practice. The development of national standards, as illustrated by events within the academic disciplines, will raise new issues and concerns and identify new problems. The findings from this research study form the foundation for the development of national standards for school counseling programs. These findings have been proactively applied to direct the future role and mission of school counseling.

[NOTE: The research that informs this publication is cited in Dahir, C. (1997). Supporting a nation of learners: The development of national standards for school counseling programs. *Dissertation Abstracts International, 58,* 08A. (UMI 9804823).]

Appendix IV

The School Counselor and Comprehensive School Counseling Programs

The Position Statement of the American School Counselor Association (ASCA)

ASCA endorses comprehensive school counseling programs that promote and enhance student learning. The focus of the program is on the three broad and interrelated areas of student development: academic, career, and personal/social development. Each encompasses a variety of desired student learning competencies, which form the foundation of the developmental school counseling program. The school counselor uses a variety of activities and resources to promote the desired student development. School counselor responsibilities include organization, implementation, and coordination of the program.

The Rationale

A comprehensive school counseling program is developmental in nature. It is systematic, sequential, clearly defined, and accountable. The foundation of the program is developmental psychology, educational philosophy, and counseling methodology. Proactive and preventative in focus, the school counseling program is integral to the educational program. It assists students in acquiring and using life-long skills through the development of academic, career, self-awareness, and interpersonal communication skills. The goal of the comprehensive school counseling program is to provide all students with life success skills.

The school counseling program has characteristics similar to other educational programs, including a scope and sequence; student competencies or outcomes; activities and processes to assist students in achieving the outcomes; professionally credentialed personnel; materials and resources; and national standards for evaluation.

We recognize that our educational system is being challenged by the increasing needs of today's students and the rising expectations of society. Many of our children enter school with emotional, physical, and interpersonal barriers to learning. Although comprehensive school counseling programs include necessary crisis-oriented responsive services, the emphasis is on developmental skill building for all students beginning when students enter school and continuing as they progress through the grades.

Effective school counseling programs are a collaborative effort between the counselor and other educators to create an environment which promotes school success. Staff and counselors value and respond to the diversity and individual differences in our society and communities. Comprehensive school counseling programs help ensure equal opportunities for all students to participate fully in the educational process.

This school counseling model is compatible with the *National Education Goals* and the *National Standards for School Counseling Programs.*

The Counselor's Role

Within a comprehensive school counseling program, counselors will focus their skills, time, and energy on direct service to students, staff, and families. ASCA recommends a maximum counselor-student ratio to be 1:300. School counselors will spend 70% of their time in direct service to students. Indirect services will include counseling program planning, maintenance and evaluation, participation in school site planning and implementation, partnerships and alliances with postsecondary institutions, businesses, and community agencies, and other tasks which enhance the mission of the program.

The comprehensive school counseling program balances many components. It requires counselors to deliver individual and small group counseling and large group guidance; to teach skill development in academic, career, and personal/social areas; to provide consultation and case management; and to coordinate, manage, and evaluate the school counseling program.

As student advocates, school counselors participate as members of the educational team. They consult and collaborate with teachers, administrators, and families to assist students to be successful academically, vocationally, and personally. School counselors are indispensable partners with the instructional staff in the development of contributing members of society. They assure, on behalf of students and their families, that all school programs facilitate the educational process and offer the opportunity for school success.

Summary

A written comprehensive, developmentally-based pre-K–12 school counseling program should be implemented in every school district. It should include a systematic and planned program delivery that productively involves all students and promotes and enhances the learning process.

The comprehensive school counseling program facilitates student development in three areas:

- academic development which includes the acquisition of skills, attitudes, and knowledge which contributes to effective learning in school and throughout the life span;
- career development which includes the foundation for the acquisition of skills, attitudes, and knowledge which will enable students to make a successful transition from school to careers;
- personal/social development which includes the acquisition of skills, attitudes, and knowledge to help students understand and respect self and others, acquire effective interpersonal skills, understand and practice safety and survival skills, and develop into contributing members of society.

The comprehensive school counseling program should be supported by appropriate resources and implemented and coordinated by a credentialed professional school counselor.

Why Elementary Counselors?

The Challenge

Every day in the United States:

3 children and youths under 25 die from HIV infection.
6 children and youths under 20 commit suicide.
13 children and youths are homicide victims.
16 children and youths are killed by firearms.
316 children under 18 are arrested for violent crimes.
1,420 babies are born to teen mothers.
2,556 babies are born into poverty.
3,356 students drop out each school day.
5,702 children under 18 are arrested.
13,076 public school students are suspended each school day.

Source Information: 1996 Children's Defense Fund - "Every Day in America."

For many people, the word counselor brings to mind someone they saw a few times in high school to help them with their class schedules, testing, college applications, and discipline. Elementary counselors are responding to today's needs by providing children with comprehensive and developmental school counseling programs.

Certified and/or Licensed Professional

All professional school counselors must have a master's degree and meet other certification requirements as defined by each state.

The Developmental Needs of Elementary School Students

Elementary school is a time when students develop attitudes concerning school, self, peers, social groups, and family. It is a time when students develop decision-making, communication, and life training skills and character values. Comprehensive developmental counseling is based on prevention, providing goals which are integrated into all aspects of children's lives. Early identification and intervention of children's problems are essential to change some of the current statistics regarding self-destructive behaviors. If we wait until children are in middle or high school to address these problems, we lose the opportunity to help them achieve their potential, as well as feelings of dignity and self-worth. For many children, the school counselor may be the one person who provides an atmosphere of safety, trust, and positive regard.

Elementary School Counselors:

- implement effective classroom guidance focusing on understanding of self and others; coping strategies; peer relationships and effective social skills; communication, problem-solving, decision-making, conflict resolution, and study skills; career awareness and the world of work; substance education; and multicultural awareness.
- provide individual and small group counseling dealing with self-image and self-esteem, personal adjustment, family issues, interpersonal concerns, academic development, and behavior modification, as well as peer facilitation and peer mediation.
- provide assessment by helping students identify their skills, abilities, achievements, and interests through counseling and guidance activities, and interpretation of standardized tests.
- work with specialized populations and needs that require special attention, such as culturally diverse populations and students with varying abilities.
- develop students' career awareness as a lifelong process of forming basic values, attitudes, and interests regarding their future world of work.
- coordinate school, community and business resources, school wide guidance-related activities, and extracurricular programs which promote students' personal growth and skill development.
- provide consultation with teachers, administrators, school psychologists, school social workers, and outside agencies and social services concerning the welfare of the students.
- make appropriate referrals for special services for students and families within the school and community.
- communicate and exchange information with parents/guardians by way of conferences, parent education workshops, and newsletters.
- participate as members of the school improvement and interdisciplinary teams and work as liaisons with PTA/PTSA/PTOs.

Why Elementary School Counselors?

Elementary school years set the tone for developing the skills, knowledge, and attitudes necessary for our children to become healthy, productive adults. With a comprehensive developmental counseling program, counselors work as a team with school, parents, and community to create a caring atmosphere whereby children's needs are met through prevention, early identification and intervention.

Adopted by the ASCA Governing Board
April 1997

Why Middle School Counselors?

The Challenge

Every day in the United States:

3 children and youths under 25 die from HIV infection.
6 children and youths under 20 commit suicide.
13 children and youths are homicide victims.
16 children and youths are killed by firearms.
316 children under 18 are arrested for violent crimes.
1,420 babies are born to teen mothers.
2,556 babies are born into poverty.
3,356 students drop out each school day.
5,702 children under 18 are arrested.
13,076 public school students are suspended each school day.

Source Information: 1996 Children's Defense Fund - "Every Day in America."

School Counselors Have Changed

For many, the term "counselor" takes them back to the image of someone they met 20-plus years ago regarding a schedule change, test results or scholarship information. With social, economic, and technological changes occurring, professional school counselors are responding to the needs of today's youth through comprehensive school counseling programs.

Certified and/or Licensed Professional

All professional school counselors must have a master's degree and meet other certification requirements as defined by each state. Most have previous teaching experience. Professional middle school counselors have training and experience in understanding the developmental tasks of 11- to 15-year-olds and are competent in counseling, consulting, and coordinating.

The Developmental Needs of Middle School Students

Middle school is an exciting but frustrating time for students as well as for their parents and teachers. Transition is the key word. Through middle school years, physical and psychological changes abound. During their journey from childhood to adolescence, students are characterized by:

- Being very active, yet easily fatigued due to rapid physical growth.
- Searching for their own unique identity, turning more towards their peers rather than to their parents for ideas and affirmation.
- Extremely sensitive to comments from others.
- Relying heavily on friends to provide comfort, understanding, and approval.

A Comprehensive and Developmental Program

Student internal changes, coupled with the challenges of the outside world, reinforce the goal of middle school counselors, which is to teach students skills to help them through this difficult stage of life and to use these skills on a daily basis. To accomplish this, middle school counselors provide and carry out a comprehensive counseling program which focuses on the uniqueness of students in three areas of development: academic, career, and personal/social. Designed for ALL students, student competencies provide goals that are integrated throughout the entire school curriculum and environment. These goals are the engine that drives the program components including the guidance curriculum, individual planning, counseling, and program management.

School Counselors Work with Many People in a Variety of Ways

Keeping the developmental program goals in mind, middle school counselors work with *students* in groups and individually, depending on the nature of the problem, issue or topic. They provide transition activities between elementary and middle school and middle and high school. Middle school counselors support advisory programs by participating in the development and implementation of activities and offering in-services to teachers and administrators.

Working with *teachers* and *administrators,* middle school counselors participate as members of school improvement and interdisciplinary teams. They serve as consultants to teachers and parents by providing information regarding meeting student academic and emotional needs. Working together, teachers, administrators and middle school counselors build a program that is based on characteristics of middle school students, the connectedness of school and home life, and the importance of peer and adult relationships.

In the *community,* the school counselor serves as a coordinator and manager of indirect services that assist students. They are a liaison between educational *agencies* and *social services,* and they collaborate with *business* and *industry* to provide meaningful career exploration opportunities for ALL students.

Parent partnerships are equally important to the success of a middle school counseling program. Parents serve on advisory committees, help evaluate the current program and give input for changes within the program. Finally, middle school counselors assist parents in looking at the "whole" child, including educational, career, and personal/social perspectives.

Through collaboration, a student-centered environment that emphasizes developmental guidance can be developed, creating a climate that enhances self-esteem, student growth, and academic achievement.

Why Middle School Counselors?

Middle school years can be positive ones of self discovery for children. Together, professional middle school counselors, parents, teachers, administrators, and community members can help students focus on the journey of transition through a collaborative effort using a comprehensive developmental counseling program, patience, understanding, and above all, caring.

Adopted by the ASCA Governing Board
April 1997

Why High School Counselors?

The Challenge

In our changing world....

- By age 21, today's young people have faced more decisions than their grandparents faced in a lifetime.
- One out of five families move each year.
- Everyone faces career decisions.

Young people face greater risks than previous generations:

- Young people face critical decisions about sexuality.
- Young people face increasing violence in our society and in their schools.
- Some young people face hopelessness that can lead to self-destructive behaviors.

Certified and/or Licensed Professional

Counselor qualifications include certification defined by each state after achieving specific competencies including endorsement from a state-approved Master's degree program of preparation.

The Developmental Needs of High School Students

High school is a time of decisions. Students are deciding who they are, where they fit, determining at what they excel, and how to move forward. Socialization is the key word. During this time in high school, students are characterized by:

- Searching and evaluating their strengths, skills, and abilities.
- Tuning into peer acceptance and feedback.
- Separating from parents/family to explore and define their independence.
- Planning for the future.

A Comprehensive and Developmental Program

Services provided students are connected to a comprehensive counseling model which focuses on the needs of the students in three areas of development: academic, career, and personal/social. These areas are interrelated and cannot be addressed in isolation. Comprehensive, developmental counseling services are designed for all students.

High School Counselors Believe

- Young people have dignity and worth as human beings.
- Young people need to experience significance in their school and community.
- Young people have the ability to succeed and become contributing members of our society.
- Young people need guidance and support from school, parents, and community as they seek to find their place in society.
- Schools, parents, and communities that communicate and collaborate provide the most effective support to young people.

High School Counselors

- Provide direct counseling services to students individually and in support groups.
- Provide education and support services to parents.
- Provide consultation services to teachers.
- Provide staff inservice.
- Facilitate referrals to community support services.
- Advise students concerning academic planning.
- Provide career guidance to students.
- Provide career information to parents.
- Maintain an up-to-date library of career and postsecondary school information.
- Network with post-secondary schools.
- Serve on school and community committees addressing the needs of young people.

Why High School Counselors?

High school years are full of excitement, frustration, disappointment, and hope. It is a time students begin to discover what the future holds for them. With a comprehensive developmental counseling program, students can receive accurate information, concrete experiences, and successful planning to take the steps necessary to become a productive and contributing member of society. Together, professional school counselors, parents, and the community can provide the most effective support for young people.

Adopted by the ASCA Governing Board.
April 1997

Why Postsecondary Counselors/Counselor Supervisors/Counselor Educators?

The Challenge

Increased needs of students, parents, teachers, and other school personnel require that school counselors/supervisors and counselor/educators continually expand their knowledge and skills. State certification requirements for school counselors in supervisory roles have increased for both initial certification and continuing education. In addition, national professional certification organizations require continuing in-service training and supervision.

A Certified and/or Licensed Professional

All counselors must hold a masters degree and meet additional certification requirements as defined by each state. These degree and certification requirements include the completion of supervised practicum and internship experiences. Many states require that school counselors/supervisors hold administrative and/or supervisory licenses in addition to school counseling certification.

The Professional Development Needs of School Counselor Supervisors, Postsecondary Counselors and Counselors/Educators

The professional preparation and continuing education of school counselor supervisors, postsecondary counselors, and counselor educators includes:

1. pre-service instruction and supervision in the development of counseling skills and school counseling program curricula;
2. supervised field experiences and internships in public schools;
3. in-service seminars and workshops which enhance program implementation through individual and group supervision;
4. appropriate state credentials; and
5. post masters study and/or doctoral degree in school district administration, supervision, counselor education, counseling psychology, or a related area.

Supervision of a Comprehensive and Developmental School Counseling Program

A comprehensive and developmental school counseling program focuses on the needs of all students in three areas of development: academic, career, and personal/social. The primary responsibility of the school counselor supervisor in a school district is to design and implement a comprehensive, developmental counseling program based upon the identified needs of the students in the individual school building or system. The coordination and supervision of the school counseling program at college/university level assures the quality of the program students throughout their K–12 educational training.

Counselor Supervisors and Counselor Educators also:

- coordinate the implementation of school counseling program services, K–12;
- provide individual and group supervision to school counselors in practice;
- collaborate in the supervision of school counseling interns;
- coordinate continuing education for school counselors;
- coordinate the integration of school counseling programs with the total educational curriculum of the school district and state;
- provide instruction to pre-service counselor education students in the development of counseling skills and counseling program curricula; and
- provide individual and group supervision to pre-service counselor education students.

Why Counselor Supervisors/Educators?

The development and implementation of comprehensive school counseling programs requires a collaborative effort among well-trained, highly competent professional school counselors. Counselor supervisors and educators provide in-service and pre-service instruction and supervision to promote the development and enhancement of school counselor training and professional development. This ensures that school counselors deliver school counseling programs in a comprehensive and systematic manner to all students.

Accountability/Summary

Employment setting probably determines accountability. Examples: School counseling supervisors generally report to district level administrators, superintendent, and school board. A counseling supervisor for a student being supervised for licensure would be governed by that body's code of ethics and criteria for licensure. A postsecondary counselor would be supervised or governed by the hierarchy within its employing body.

In summary, counselors in the Postsecondary/Supervisor category must be viewed in their total employment environment when considering credentialing requirements, program delivery and context, co-workers and job associates, and evaluation/accountability standards.

Role Statement: The School Counselor

The American School Counselor Association recognizes and supports the implementation of comprehensive developmental counseling programs at all educational levels. The programs are designed to help all students develop their educational, social, career, and personal strengths and to become responsible and productive citizens. School counselors help create and organize these programs, as well as provide appropriate counselor interventions.

School counseling programs are developmental by design, focusing on needs, interests, and issues related to the various stages of student growth. There are objectives, activities, special services and expected outcomes, with an emphasis on helping students learn more effectively and efficiently. There is a commitment to individual uniqueness and the maximum development of human potential. A counseling program is an integral part of a school's total educational program.

The School Counselor

The school counselor is a certified professional educator who assists students, teachers, parents, and administrators. Three generally recognized helping processes used by the counselor are counseling, consulting, and coordinating: 1) Counseling is a complex helping process in which the counselor establishes a trusting and confidential working relationship. The focus is on problem-solving, decision-making, and discovering personal meaning related to learning and development; 2) Consultation is a cooperative process in which the counselor-consultant assists others to think through problems and to develop skills that make them more effective in working with students; and 3) Coordination is a leadership process in which the counselor helps organize and manage a school's counseling program and related services.

School counselors are employed in elementary, middle/junior high, senior high, and postsecondary schools. Their work is differentiated by attention to age-specific developmental stages of growth and related interests, tasks, and challenges. School counselors are human behavior and relationship specialists who organize their work around fundamental interventions.

Counselor interventions have sometimes been referred to as functions, services, approaches, tasks, activities, or jobs. They have, at times, been viewed as roles themselves, helping to create the image of the counselor. In a comprehensive developmental counseling program, school counselors organize their work schedules around the following basic interventions:

Individual Counseling

Individual counseling is a personal and private interaction between a counselor and a student in which they work together on a problem or topic of interest. A face-to-face, one-to-one meeting with a counselor provides a student maximum privacy in which to freely explore ideas, feelings, and behaviors. School counselors establish trust and build a helping relationship. They respect the privacy of information, always considering actions in terms of rights, integrity, and the welfare of students. Counselors are obligated by law and ethical standards to report and to refer a case when a person's welfare is in jeopardy. It is a counselor's duty to inform an individual of the conditions and limitations under which assistance may be provided.

Small Group Counseling

Small group counseling involves a counselor working with two or more students together. Group size generally ranges from five to eight members. Group discussions may be relatively unstructured or may be based on structured learning activities. Group members have an opportunity to learn from each other. They can share ideas, give and receive feedback, increase their awareness, gain new knowledge, practice skills, and think about their goals and actions. Group discussions may be problem-centered, where attention is given to particular concerns or problems. Discussions may be growth-centered, where general topics are related to personal and academic development.

Large Group Guidance

Large group meetings offer the best opportunity to provide guidance to the largest number of students in a school. Counselors first work with students in large groups wherever appropriate because it is the most efficient use of time. Large group work involves cooperative learning methods, in which the larger group is divided into smaller working groups under the supervision of a counselor or teacher. The guidance and counseling curriculum, composed of organized objectives and activities, is delivered by teachers or counselors in classrooms or advisory groups. School counselors and teachers may co-lead some activities. Counselors develop and present special guidance units which give attention to particular developmental issues or areas of concern in their respective schools and they help prepare teachers to deliver part of the guidance and counseling curriculum.

Consultation

The counselor as a consultant helps people to be more effective in working with others. Consultation helps individuals think through problems and concerns, acquire more knowledge and skill, and become more objective and self-confident. This intervention can take place in individual or group conferences, or through staff-development activities.

Coordination

Coordination as a counselor intervention is the process of managing various indirect services which benefit students and being a liaison between school and community agencies. It may include organizing special events which involve parents or resource people in the community in guidance projects. It often entails collecting data and disseminating information. Counselors might coordinate a student needs assessment, the interpretation of standardized tests, a child study team, or a guidance related teacher or parent education program.

The Preparation of School Counselors

School counselors are prepared for their work through the study of interpersonal relationships and behavioral sciences in graduate education courses in accredited colleges and universities. Preparation involves special training in counseling theory and skills related to school settings. Particular attention is given to personality and human development theories and research, including career and life-skills development; learning theories; theories and approaches to appraisal; multicultural and community awareness; educational environments; curriculum development; professional ethics; and program planning, management, and evaluation.

Counselors are prepared to use the basic interventions in a school setting, with special emphasis on the study of helping relationships, facilitative skills, brief counseling; group dynamics and group learning activities; family systems; peer helper programs, multicultural and cross-cultural helping approaches; and educational and community resources for special school populations.

School counselors are aware of their own professional competencies and responsibilities within the school setting. They know when and how to refer or involve other professionals. They are accountable for their actions and participate in appropriate studies and research related to their work.

Responsibility to the Profession

To assure high quality practice, counselors are committed to continued professional growth and personal development. They are active members of the American School Counselor Association, as well as state and local professional associations which foster and promote school counseling. They also uphold the ethical and professional standards of these associations.

School counselors meet the state certification standards and abide by the laws in the states where they are working. Counselors work cooperatively with individuals and organizations to promote the overall development of children, youth, and families in their communities.

Adopted July 1990

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CUT ON DOTTED LINE

Education and Business Praise National Standards!

The National Association of Secondary School Principals recognizes just how important school counseling programs are in the restructuring and reform of American secondary education. In fact, we believe the National Standards for School Counseling Programs support the educational principles of NASSP's report, *Breaking Ranks*, and provide the framework for school counselors and school administrators to measure the effectiveness of the counseling programs.

Thomas F. Koerner, Deputy Executive Director
NASSP

The National Association of Elementary School Principals enthusiastically supports the development of the National Standards for School Counseling Programs. The creation and implementation of program standards will prove to be an invaluable resource to school counselors and to administrators. NAESP is pleased to endorse this initiative and to be invited to assist in the implementation of the standards.

Ronald Areglado, Associate Executive Director
of Programs, NAESP

The business community recognizes that their support of high standards and expectations for students applies as well to the programs and services provided by the adults who work with students. We commend the American School Counselor Association for its commitment to this principle.

Milton Goldberg, Executive Vice President
National Alliance of Business

ACT is pleased to have worked closely with ASCA in the development of the National Standards for School Counseling Programs and to know that our research and development efforts have helped to define the student competencies that are the basis for the standards. The standards provide a valuable tool for practicing school counselors, school leaders, and counselor educators as they develop counseling programs to better meet the existing and emerging needs of our nation's students.

Richard L. Ferguson, President, ACT

After reviewing the National Standards, I have no doubt they will become a benchmark for excellence in school counseling as we move into the 21st century. ACA endorses the National Standards and will work with ASCA to promote their use in school counseling.

Courtland C. Lee, President, 1997–98
American Counseling Association

The College Board supports efforts to implement standards that advocate rigorous academic preparation for all students and to strengthen the role of school counselors in that endeavor. ASCA has taken an important step in this direction.

Frederick Dietrich, Vice President
The College Board

The National PTA salutes ASCA for its timely and comprehensive development of the National Standards. This tool will enable all parties engaged in child advocacy to further examine their expectations of education reform and the role that school counseling plays in the arena of American educational systems.

Lois Jean White, President, 1997–98
National Parent-Teacher Association

The National Board for Certified Counselors (NBCC) enthusiastically supports the National Standards for School Counseling Programs and looks forward to collaborating with ASCA during the implementation phase of this milestone project.

John Bloom, NBCC

The American Vocational Association Guidance Division strongly supports ASCA's development of the National Standards for School Counseling Programs. We are pleased to have served in an advisory capacity during the development stages and stand ready to assist ASCA in the next phases of dissemination and implementation.

Kathy Jo Elliott
Vice President, AVA Guidance Division

The CACREP Board strongly supports the ASCA National Standards and commends ASCA for its vision and commitment to providing quality school counseling for the 21st century. These new standards will be used in the development of the 2001 CACREP Standards for Accreditation.

Carol L. Bobby, Executive Director, Council for Accreditation
of Counseling and Related Educational Programs

The National Occupational Information Coordinating Committee (NOICC) is pleased to endorse the American School Counselor Association's National Standards for School Counseling Programs. The standards set a programmatic framework that will strengthen school counseling programs throughout the nation.

Juliette N. Lester, Executive Director, NOICC

The National Career Development Association has reviewed the career development section of the National Standards for School Counseling Programs and agrees that it reflects the most current thinking about important student competencies in this area.

Juliet V. Miller, Executive Director, NCDA
JoAnn Bowlsbey, Past President, NCDA
Lee Richmond, Professional Development, NCDA

The Association for Counselor Education and Supervision endorses the National Standards for School Counseling Programs. We commend ASCA for developing these standards, which will greatly assist program development and evaluation in school counseling.

Margaret Fong, President, 1997–98
Association for Counselor Education and Supervision

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